



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Gorham High School

SAU: Gorham School Department

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2011-2012 NCLB Report Card



School: Gorham High School
SAU: Gorham School Department
Grade: High School



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	203	200	99	54	54	47	10	44	30	17	194	6	
	2010-2011	204	200	98	63	63	50	15	48	25	12	194	6	0
Female	2009-2010	101	98	97	55	55	49	12	43	33	12			
	2010-2011	96	94	98	64	64	54	15	49	29	7			
Male	2009-2010	102	102	100	52	52	46	8	44	27	21			
	2010-2011	108	106	98	62	62	46	15	47	22	16			
Caucasian/White	2009-2010	199	196	98	54	54	48	10	44	29	17			
	2010-2011	198	194	98	63	63	51	15	48	25	12			
African American/Black	2009-2010	3	3	100			28							
	2010-2011	2	2	100			23							
Hispanic	2009-2010	1	1	100			42							
	2010-2011	0	0				45							
Asian or Pacific Islander	2009-2010	0	0				41							
	2010-2011	3	3	100			51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	1	1	100			35							
Economically Disadvantaged	2009-2010	41	39	95	15	15	31	<1	15	41	44			
	2010-2011	35	32	91	38	38	34	3	34	28	34			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	26	25	96	28	28	16	<1	28	28	44			
	2010-2011	32	30	94	17	17	17	<1	17	33	50			
Limited English Proficient	2009-2010	2	2	100			13							
	2010-2011	3	3	100			9							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	203	200	99	53	53	45	4	50	29	18	194	6
	2010-2011	204	200	98	63	63	49	11	52	24	14	194	6
Female	2009-2010	101	98	97	48	48	43	1	47	38	14		
	2010-2011	96	94	98	64	64	47	7	56	23	13		
Male	2009-2010	102	102	100	58	58	47	6	52	21	22		
	2010-2011	108	106	98	61	61	51	13	48	25	14		
Caucasian/White	2009-2010	199	196	98	53	53	46	3	50	30	17		
	2010-2011	198	194	98	63	63	50	11	52	24	13		
African American/Black	2009-2010	3	3	100			22						
	2010-2011	2	2	100			21						
Hispanic	2009-2010	1	1	100			40						
	2010-2011	0	0				36						
Asian or Pacific Islander	2009-2010	0	0				51						
	2010-2011	3	3	100			62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	1	1	100			32						
Economically Disadvantaged	2009-2010	41	39	95	26	26	28	5	21	36	38		
	2010-2011	35	32	91	38	38	31	6	31	31	31		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	26	25	96	32	32	14	8	24	20	48		
	2010-2011	32	30	94	20	20	15	10	10	23	57		
Limited English Proficient	2009-2010	2	2	100			16						
	2010-2011	3	3	100			17						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Group	Science Assessment Data																										
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students															
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment														
All Students																											
	2010-2011	204	196	96	50	50	44	9	41	30	20	190	6														
Female																											
	2010-2011	96	92	96	43	43	40	7	37	33	24																
Male																											
	2010-2011	108	104	96	56	56	48	11	45	28	16																
Caucasian/White																											
	2010-2011	198	190	96	51	51	45	9	42	29	20																
African American/Black																											
	2010-2011	2	2	100			19																				
Hispanic																											
	2010-2011	0	0				37																				
Asian or Pacific Islander																											
	2010-2011	3	3	100			49																				
American Indian or Native Alaskan																											
	2010-2011	1	1	100			26																				
Economically Disadvantaged																											
	2010-2011	35	30	86	23	23	29	<1	23	23	53																
Migrant																											
	2010-2011	0	0																								
Students with Disabilities																											
	2010-2011	32	28	88	14	14	14	4	11	25	61																
Limited English Proficient																											
	2010-2011	3	3	100			10																				

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	98	96	59	59	49	98	98	96	58	58	47	90	90	83
Caucasian/White	98	98	96	59	59	50	98	98	96	58	58	48	90	90	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	100	100	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	0	0	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	100	100	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	0	0	67
Economically Disadvantaged	*	*	94	27	27	33	*	*	94	33	33	30	74	74	71
Students with Disabilities	*	*	91	22	22	17	*	*	91	26	26	15	83	83	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	100	100	80

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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Maine Teacher Quality Data



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	5	12	23	0	20	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	5

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.